

IRISH RED CROSS STUDENT SUPPORT POLICY

| | | | |
|--------------------------|--|---------------------------|---|
| Document ID: | QRF_POL043 | | |
| Document Name: | Student Support Policy | | |
| Policy Owner: | Training Working Group | | |
| Description: | Sets out the organisation’s policy in relation to providing additional supports for learners with learning difficulties or other impediments to promote equality and diversity and maximise the learning outcome for all students. | | |
| Key Stakeholders: | all IRC training programme managers, faculty, students, Training Working Group, Quality Assurance Committee, Training Department | | |
| Circulation: | <ul style="list-style-type: none"> - To students enrolling in IRC courses - To unit members through unit structures and moodle | | |
| Approval by: | Quality Assurance Committee | | |
| Approved on: | 30/07/2024 | | |
| Review date: | 30/07/2026 | | |
| Version | Date | Prepared by | Summary of Changes |
| 1 | August 2020 | Training Working Group | Approved version 1 |
| 2 | 03.07.2024 | National Training Officer | Added procedures, guidelines and interview, added version control |

Contents

| | |
|---|---------------------|
| Introduction | 2 |
| Purpose | 2 |
| Scope..... | 2 |
| Related procedures and processes | 2-3 |
| Reference to any external sources that are useful or relevant | 4-5 |

Introduction

Sets out the organisation's policy in relation to providing additional supports for learners with learning difficulties or other impediments to promote equality and diversity and maximise the learning outcome for all students.

Purpose

To ensure those with disabilities or additional support needs have the opportunity to access our programmes and maximise their learning opportunity.

The Irish Red Cross is committed to ensuring, as far as possible and within the framework of current legislative requirements, that Candidates with disabilities have equality of access to and participation in all examination and assessment procedures.

Reasonable accommodations are defined as "those actions that enable candidates to demonstrate their true knowledge and ability in examinations without changing the demands of the examination." The intention behind the provision of such accommodations is to alleviate substantial disadvantages without affecting the integrity of the assessment.

The granting of reasonable accommodations will not put the integrity or status of the examination or assessment at risk and will ensure fairness to all Candidates.

Reasonable accommodations should support Candidates to become more independent in their learning

Scope

This policy applies to and is made available to all students and potential students of Irish Red Cross Programmes.

Related procedures and processes

- All applicants are asked to disclose any support needs they may have on the programme nomination form or at the time of booking a place.
- Evidentiary documentation (such as a psycho-educational assessment report on headed paper by an educational psychologist) may be requested for some additional supports requested.
- Those identified with additional support needs are asked to indicate their consent to be contacted to discuss needs by the course director to make the necessary arrangements.
- Learners who encounter difficulties during their programme are advised to inform their tutor or the programme administrator immediately.
- Learners will be provided with the opportunity to meet with a member of staff or faculty on a one to one basis for an informal interview.
- Courses for which a formal nomination is not required, address additional support requirements in the introduction to the course and invite students to approach faculty in confidence.
- Learners on the IRC EMT Course are referred to the relevant requirements and procedures to request supports for PHECC examinations.
- For commercial courses, documentation and procedures in place will be discussed further based on feedback from internal courses.



Crois Dhearg na hÉireann **Irish Red Cross**

- For any additional supports identified and provided for within reasonable accommodation, the additional supports for learners form (Appendix 1) needs to be returned with the course returns by the course director and added to the member's records.
- The following supports will be available to learners.
 - Venues checked to ensure accessibility and appropriate facilities.
 - Physical modifications to the training and assessment location e.g. seating arrangements etc.
 - Learning materials provided in accessible format where possible.
 - Additional time allocated to complete assessments.
 - Alternative assessment formats.
 - Support from a scribe to complete examinations.
 - Support from a reader to complete assessments.

This list is not exhaustive and any learner presenting with any other supports needs will be accommodated within reason to the best of our ability.



Appendix 1: Student additional supports form FOR QRF043

| Student Additional Supports Form | | |
|--|--|------------------------|
| <i>Where a support request/disclosure is made, the course director makes contact with the student to discuss needs and supports available as indicated by student. Please use below as a tool or add additional criteria. In any case, the information disclosed must be treated in confidence and returned securely with the course documentation at the end of the course.</i> | | |
| Name: | | Notes / Outcome |
| Instructor: | | Course: |
| Select as applicable | Comments | |
| 1. Learning Difficulties - general | Offer of one to one support where available Liaise / cooperate with student's existing support structure (e.g. within the local branch or within homelife) | |
| 2. Dyslexia / Dyspraxia / Dyscalculia | Offer of reader / scribe for exams Offer extra support during delivery of course | |
| 3. Hearing Impairment | Many students provide trainer with amplification device for delivery of presentations | |
| 4. Vision Impairment | All IRC EFR/EMT presentations are delivered in Powerpoint or PDF format for which the immersive reader is available. Immersive Reader is a feature that helps to improve reading skills for people of all ages and abilities. Immersive Reader shows text in a window where you can have it read aloud or formatted in ways that enhance reading, such as words divided into syllables, colour coded and tagged for parts of speech, or extra spacing between words and lines. | |
| 5. Mobility issues | Ensure ramp / general accessibility | |
| 6. Diabetic | Regular breaks to allow for medication or therapy schedule to be followed where applicable | |



| | | |
|--|--|--|
| 7. Light sensitive | Ensure lighting in order and regulated during delivery of course to avoid triggers (such as a flashing bulb) | |
| 8. Allergies | Avoid triggers for severe allergies | |
| 9. English Language Competency | For students or groups of students with English as a second language, where a high level of English is not expected, consider tasking one of the students or another person to act as an interpreter during the course. This approach is suitable for responder courses at CFR and FAR Levels only. For the EFR and EMT Course, please refer to IRC English Language Policy for assessment paths. | |
| 10. Observation of learning style/approach to learning | ensure regular mix of theory and practical training to make best style available to student | |
| 11. Behavioural issues | Sensitive approach to assess suitability of course Assess risk to self and others | |
| Interview with pupil at course start to discuss plan completed? | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Classroom work /Exams differentiated? | | |
| Exam environment / format differentiated? How? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Learning environment adapted? How? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Informal or formal consultation with external professionals? How? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| 12. Other information | | |
| Outcome Summary (please complete at end of course for feedback purposes to assist us improving accessibility) | | |